WASHINGTON HIGHER EDUCATION COORDINATING BOARD

Washington State Higher Education Coordinating Board
Resolution Number 06-11
2006-2007 High-Demand Enrollment Grant

Institution:

Western Washington University

Program:

Master's of Teaching in Secondary Education -- Mathematics and Science

Budget Amount[1]:

$165,975

FTE:

15

Proposal History[2]:

The original proposal was dated 5-1-06.
The budget was amended by Western Washington University on 5-12-06.
The proposal text was revised by Western Washington University on 6-2-06.
The budget was updated by Higher Education Coordinating Board to include explanatory footnotes on 6-16-06.

Notes:

1. The budget amount reflects changes resulting from the review process.

2. The proposal text, budget and unsigned proposal cover sheet posted here on the HECB Web site reflect all amendments, revisions and updates, but the signed proposal cover sheet does not. It is the cover sheet submitted with the original proposal.

WESTERN WASHINGTON UNIVERSITY
2006-07 High Demand Enrollment Request

A Proposal to Expand Enrollment in Western's Master's of Teaching in Secondary Education -- Mathematics and Science

A response to the HECB April 6, 2006, Request for Proposals: "Expansion of Enrollment Opportunities in High-Demand Fields" for FY 2006-07

Number of FTE Enrollments Requested: 15.00 FTE

@$15,020 per FTE

Total Grant Funding Requesting for FY 2006-07: $225,300

Andrew R. Bodman, Provost and
Vice President of Academic Affairs

5-1-06
Paula M. Rustan, Executive Director,
University Planning and Budgeting

Contact Information: Stephanie Salzman, Dean of Woodring College of Education, (360) 650-3319, email: Stephanie.Salzman@wwu.edu

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WESTERN WASHINGTON UNIVERSITY
2006-07 High Demand Enrollment Request

A Proposal to Expand Enrollment in Western's Master's of Teaching in Secondary Education -- Mathematics and Science

A response to the HECB April 6, 2006, Request for Proposals: "Expansion of Enrollment Opportunities in High-Demand Fields" for FY 2006-07

Number of FTE Enrollments Requested: 15.00 FTE

@$11,065 per FTE

Total Grant Funding Requesting for FY 2006-07: $165,975

Andrew R. Bodman, Provost and
Vice President of Academic Affairs

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Expansion of Enrollment Opportunities in High Demand Fields:
Master's of Education in Secondary Education -- Mathematics and Science Education

Introduction

Despite the fact that the teacher education programs at Western Washington University are operating at full capacity to prepare the largest number of qualified mathematics and science teachers in the state, there remains a critical shortage of mathematics and science teachers in Washington. To address this critical shortage of qualified mathematics and science teachers, Western Washington University seeks funding to expand enrollment opportunities in the high-demand teaching fields of mathematics and science education, specifically at the middle and high school levels (grades 5-12).

Our proposed enrollment expansion will enable prospective students to enter Western Washington University to pursue educational and career opportunities in science and mathematics education. Moreover, our proposed enrollment expansion will enable Western Washington University to continue our efforts to address the critical shortage of qualified mathematics and science teachers in the state of Washington.

Goals of Enrollment Enhancement

This proposal to expand enrollment in the Western Washington University Master's of Teaching (MIT) in Secondary Education (mathematics and science) has the following goals:

- Increase access to a high-demand program for the preparation of middle and high school mathematics and science teachers. Without additional funding, Western Washington University will continue to turn away prospective students applying to the program.
- Increase the number of highly qualified mathematics and science teachers in the state of Washington by preparing an additional 8 certified teachers beyond our current capacity. As indicated in the *Washington Educator Supply and Demand Report*, the state continues to experience a critical shortage of qualified mathematics and science teachers.

Program Description

Western Washington University proposes to expand enrollment in the Master's in Teaching (MIT) in Secondary Education (mathematics and science) program by a total of 15 FTE (8 student headcount) in FY 2006-2007. The cohort-based program requires students to complete 18-22 graduate credits per quarter for five quarters.

As the largest producer of mathematics and science teachers in the state, Western Washington University graduated a total of 34 new mathematics and science teachers in AY 2004-2005. Of the total number of graduates, 7 earned endorsements in both science and mathematics and 22 earned endorsements in 2 or more areas of science (e.g., biology, chemistry, physics, geology). In AY 2005-2006, Western anticipates graduating a similar number of new mathematics and science teachers, approximately 34. As such, the proposed enrollment enhancement of 8 students will increase by approximately 25% the number of mathematics and science teachers

produced by Western Washington University. To reach our goal of 15 new FTE, we will recruit and admit 8 high quality individuals into the University and our Master's in Teaching in Secondary Education (mathematics and science) program. To accommodate this increase in student enrollment, we will increase the number of courses delivered each quarter. In addition, we will hire two new full-time doctoral-level faculty members to teach the additional course sections and to serve as mentors and supervisors for the school-based research project and intensive internship required for completion of the master's degree and teaching certification in secondary education with endorsements in mathematics and/or science.

We have targeted the enrollment increase for our Master's in Teaching (MIT) in Secondary Education (mathematics and science) because students in the program earn a master's degree while completing the requirements for state teaching certification. With completion of the master's degree, graduates enter the teaching profession at a higher rate of pay which serves as an incentive to recruit highly qualified individuals to mathematics and science education. The program is also highly appealing to second-career individuals because all requirements for both the graduate degree and teaching certification can be completed in only 18 months with significant time spent in public schools as intern teachers. The high placement rate for graduates (100% find full-time teaching jobs within one year of completing the program) indicates teachers graduating from the program are highly valued by Washington school districts.

The Master's in Teaching (MIT) in Secondary Education at Western Washington University is a rigorous academic program leading to a masters-level graduate degree and certification as a secondary education teacher qualified to teach in middle and high school (grades 5-12). The program is cohort-based with one cohort of 20 students admitted twice during the academic year (fall and winter). With funding from the proposed enrollment expansion grant, we will increase the enrollment in each cohort to 24. The new enrollments will be targeted to prospective mathematics and science teachers.

The MIT in Secondary Education is designed to be completed in 18 months (five academic quarters) of full-time enrollment. Students entering the program must hold a baccalaureate degree in a state-approved endorsement area. Because we are targeting mathematics and science teachers for this enrollment expansion grant, the additional FTE students entering the program will be required to hold a bachelors of science in the high-demand fields of biology, chemistry, earth science, physics, or mathematics.

Students complete a total of 74 quarter credits in a prescribed sequence of courses and school-based field experiences leading to a master's degree and state teaching certification. The program includes the following required components:

1. Washington State Residency Certificate Requirements: The course work in this component of the program fulfills the general requirements for all teacher candidates in the state of Washington. As specified in Washington Administrative Code 180-78A-270, the courses address teaching competencies including knowledge and skills in developmental and learning psychology, multicultural education, assessment, instructional technology, educational foundations, content area literacy, effective teaching, instruction of diverse learners, and classroom management.

2. Washington State Endorsement Requirements: The course work in this component addresses the specific competencies required of middle and high school teachers as detailed in the Washington Administrative Code 180-82A. Through this course work, students develop knowledge and skills in teaching adolescents, curriculum and instruction in secondary schools, and pedagogy specific to the discipline taught (mathematics, biology, chemistry, etc.).
3. Master's Degree Requirements: Students must complete advanced studies in education and research focusing on assessment of student learning, differentiation of instruction, and educational research methods. For successful completion of the program, students must develop a portfolio showing their proficiency as a teacher and complete a school-based research project that provides evidence of positive impact on student learning.
4. Field Experiences: The MIT in Secondary Education program includes practica and internships in public schools that are done during every quarter with a full-time student teaching internship completed at the end of the program. These field experiences provide opportunities for students to put into practice the strategies and methods for teaching content aligned with the Washington Essential Academic Learning Requirements. All field experiences, including the student teaching internship, are completed in a public school classroom under the director of a qualified practicing teacher and a WWU faculty member with experience teaching in middle and high schools.

The Western Washington University MIT in Secondary Education program is accredited by the National Council for the Accreditation of Teacher Education (NCATE). In addition, the program was recently granted full approval by the Office of the Superintendent of Public Instruction and the State Board of Education under the new Washington standards for performance-based teacher preparation mandated by the Washington State Education Reform Act (ESHB 1209). During the review of the program for state approval in spring of 2006, the WWU Masters in Teaching program was cited as an exceptionally high quality program because of the alignment of the program course work and field experiences with the state performance-based standards for teacher preparation.

Work Plan

Our approach to expanding enrollment does not involve significant changes in program content or delivery mode. Rather, we propose to minimally increase the resources and infrastructure needed to accommodate an additional 8 mathematics and science teachers while maintaining the quality of the program. The following implementation tasks must be completed to ensure the success of this project to expand enrollments in the high-need areas of mathematics and science education.

- Recruit high quality individuals to the MIT in Secondary Education program to enter the teaching profession as mathematics and science teachers.
- Increase the number of MIT in Secondary Education courses delivered each quarter.
- Hire and train two new full-time doctoral-level secondary education faculty with specialties in mathematics and science education to teach courses in the program and to provide academic advising and supervision of the action research project and the internship.
- Evaluate program effectiveness and report results.

The addition of 15 new FTE to the current program enrollments will require an increase of three course sections each quarter in the MIT in Secondary Education program. This increase in course offerings translates to the addition of approximately six course sections during the academic year. The addition of 15 new FTE will also significantly increase faculty workload in the program because of the intensive mentoring and supervision required for each student's school-based research project and internship. Two additional full-time doctoral-level faculty will be needed to ensure compliance with national accreditation requirements and state program approval standards and to maintain the integrity of instruction and curriculum.

The addition of 15 new FTE to the program will also necessitate the expansion of technology resources to support learning and teaching. Specifically, we will need to add work stations and software for the two new faculty members. Finally, a number of activities related to student outcomes assessment and program evaluation will be completed. The following table shows the timeline for completing the implementation tasks of the work plan.

Project Work Plan
Timeline and Implementation Tasks

Timeline	Implementation Tasks
Summer and fall of 2006	• Recruit and select students for admission to the program in fall of 2006 and winter of 2007. • Admit 8 additional new students to WWU and to the program beyond the admission levels for the previous year. • Develop position announcements and initiate searches for new faculty members. • Hire two full-time doctoral-level faculty members to teach courses and supervise action research projects and internships.
AY 2006-2007	• Increase sections of MIT in Secondary Education courses. • Conduct student outcomes assessments and evaluations of individual courses. • Prepare first-year interim report on program effectiveness.
AY 2007-2008	• Recruit and select students for admission to the program in order to **maintain program enrollment at new enhanced level.** • Increase sections of MIT in Secondary Education courses. • Recommend program completers to the Office of the Superintendent of Public Instruction for certification in secondary education with endorsements in mathematics and/or science. • Prepare final report on graduation rates and program effectiveness.

Responsiveness to State and Regional Economic Needs

The proposed enrollment expansion in the MIT in Secondary Education (mathematics and science) directly responds to state and regional economic needs and opportunities by preparing highly qualified mathematics and science teachers for Washington's middle and high schools. According to the National Alliance for Business (2004), the economic health of a nation is directly linked to the extent to which all citizens have opportunities to develop mathematics skills and science literacy. As cited by the Washington Roundtable in its report *Students Can't Wait*, the preparation of highly qualified teachers is the single most important factor in meeting the educational needs of Washington's citizens.

The proposed enrollment expansion responds directly to the critical shortage of mathematics and science teachers in Washington. According to the most recent *Washington Educator Supply and Demand Report* published by the Office of the Superintendent of Public Instruction, mathematics and science consistently top the list of endorsement areas with the greatest shortage of qualified applicants. Eighty-six percent of the Washington school districts responding to the survey on which the *Educator Supply and Demand Report* is based forecasted an increasing or considerable need for mathematics and science teachers.

The need for mathematics and science teachers is not unique to the state of Washington. A national report by the American Association for Employment in Education lists the need for mathematics and science teachers as a significant data trend in 8 of the 9 regions of the country, including the region in which Washington State is located. Consistent with these trends, the U.S. Department of Education's Federal Perkins Loan Cancellation teaching shortage areas include mathematics and science.

In summary, the shortage of mathematics and science teachers is critical at the national, state, and local levels. This critical shortage has persisted over time and is likely to improve only through concerted efforts that include increasing the capacity of teacher preparation programs to prepare new mathematics and science teachers.

Proposal Responsiveness to "Desirable Attributes" Sections of the RFP

Our proposed enrollment expansion targeting the preparation of mathematics and science teachers responds to the goals of expanding access and participation for all Washington residents. The program targeted for enrollment expansion utilizes partnerships with P-12 schools that stand to benefit from the state's investment in preparing more science and mathematics teachers. In addition, sources of additional funding for the recruitment of highly qualified individuals to the teaching profession are provided via private donor funding and a National Science Foundation grant awarded to WWU in 2003. Finally, the program targeted for enrollment expansion includes an extensive internship through which students gain work experience while attending college.

Expanding Access and Participation for All Washington Residents. Students of color and first-generation college students have been historically under-represented in college participation and the teaching profession, especially in the areas of mathematics and science. To address these

inequities, WWU has instituted robust initiatives for the recruitment of individuals from historically under-represented populations to our teacher education programs. For example, with funding from the United States Department of Education, WWU initiated an Indian Education Partnership Program providing scholarships and other support to Native American students pursuing teacher certification. Another example of our initiatives to recruit students of color to our teacher education program and the teaching profession is a private-donor supported scholarship program. While these initiatives have been very successful in recruiting individuals to our programs and the teaching profession, we must procure enrollment expansion funding in order to increase program capacity to accommodate these new students.

Responding to the HECB's State and Regional Needs Assessment. According to the HECB State and Regional Needs Assessment, the regions of the state of Washington facing the greatest disparity with the state average college participation rate include the Northwest region in which WWU is situated. In addition, the greatest enrollment pressure due to population growth includes Snohomish, Island, and Skagit counties, areas that are served by WWU. The report also states "the higher education system must develop strategies to increase the number of qualified K-12 teachers and administrators in key shortage areas . . . math, science, and English as a second language" (p. 4-5). The proposed enrollment expansion in our program for the preparation for mathematics and science teachers responds to state and regional higher education needs as well as market demands.

Beneficial Partnerships with School Districts. Western Washington University maintains a tradition of developing and nurturing strong and vibrant partnerships with P-12 schools. Through our partnerships with school districts throughout the state of Washington, we ensure internship placements in field settings where our students work with and learn from practicing teachers who model best practice. These partnerships ensure that professional educators are continuously and substantially involved in program design, delivery, and evaluation. We also depend on our school partners to provide assessment data regarding our effectiveness in preparing capable teachers who stay in the profession. Likewise, our school partners benefit from our partnerships because they gain access to new teachers to fulfill critical needs in mathematics and science.

Sources of Additional Funding. The MIT in Secondary Education program has several sources of additional funding as the result of private donor endowments and a National Science Foundation grant. Through an endowment provided by a private donor, the MIT program maintains a scholarship program targeted for students preparing to be mathematics and/or science teachers. A National Science Foundation grant targeting the improvement of science instruction in P-12 schools awarded to WWU in 2003 funds graduate assistantships and stipends for students entering the high-need fields of mathematics and science. These scholarship programs enable us to recruit highly qualified individuals to the teaching profession.

Opportunities for Students to Gain Work Experience. The MIT in Secondary Education program includes practica and internships in public schools that are done during every quarter with a full-time 18-week student teaching internship completed at the end of the program. These field experiences provide opportunities for students to gain valuable work experience related to their field of study while attending college.

Demonstration of Unmet Student Demand

Over the last three years, we have been forced to deny admission to approximately half of the qualified individuals applying to the MIT in Secondary Education program. Despite the fact that Western Washington University prepares the largest number of mathematics and science teachers in the state, we have many qualified applicants we are unable to accommodate because of insufficient resources to expand program capacity. In fall of 2005, we were unable to admit seven potential mathematics and science teachers. Furthermore, we anticipate increased applications of candidates seeking teaching endorsements in science and mathematics because of the National Science Foundation grant awarded to WWU to "increase the quality of mathematics and science instruction in Washington schools." Graduate assistantships and stipends available to MIT program students will most certainly increase program demand. Enrollment expansion funding to increase the MIT program by 15 FTE will enable us to respond to the increasing student demand for access to the program and to the teaching profession.

Demonstration of Unmet Employer Demand

In terms of employer demand created by the shortage of qualified mathematics and science teachers, current market needs and projections for future need indicate a significant shortage of mathematics and science teachers in the state of Washington. According to the most recent *Washington Educator and Supply Demand Report,* mathematics and science consistently top the list of endorsement areas with the greatest shortage of qualified applications. Mathematics, physics, chemistry, and biology appear on the list of ten endorsement areas with the most critical teacher shortages in Washington.

The supply of new mathematics and science teachers is only part of the problem. School districts are also concerned about retention of the current teaching force. Even as school districts make great efforts to recruit mathematics and science teachers, they are also faced with an aging work force. The Office of the Superintendent of Public Instruction projects the loss of approximately 320 mathematics teachers and 439 science teachers in the next five years due to retirements.

The job placement rates of our teacher education program graduates indicate employer demand for mathematics and science teachers prepared by WWU. Of the students graduating from our Master of Teaching in Secondary Education program, 100% find full-time teaching jobs within one year after graduation. Our graduating mathematics and science teachers are in such high demand by employers that many are offered teaching positions before they have completed their teacher preparation program. Of the 34 new mathematics and science teachers graduating from our teacher education programs during AY 2004-2005, 17 were offered teaching contracts before program completion.

Program Goals, Outcomes, and Assessment Plan

This proposal to expand enrollment in the Western Washington University MIT in Secondary Education (mathematics and science) program has the following goals:

- Increase access to a high need program for the preparation of mathematics and science teachers.
- Increase the number of highly qualified mathematics and science teachers in the state of Washington.

The definition of "highly qualified teacher" is provided by the United States Department of Education in the federal *No Child Left Behind Act.* Highly qualified teachers are defined as those individuals who hold a baccalaureate or advanced degree and meet the certification standards set by the state in which they are employed. The certification standards for the state of Washington are set forth in Washington Administrative Code which lists the competencies for what teachers should know and be able to do to support the learning of all students. These competencies serve as the benchmarks by which we assess the effectiveness of our teacher education programs. This assessment of student performance relative to the standards cited in Washington Administrative Code will serve as one component of the project assessment plan. A variety of assessment methods, including state-mandated and institutionally-developed assessments, will be used to assess student performance relative to the WAC standards:

- WEST-B Test of Basic Skills (required by the state for program admission).
- Course grades.
- Program level assessments including the teaching portfolio, comprehensive examination, and the school-based action research project.
- Performance evaluations completed during field experiences and the internship.
- Washington Performance-Based Pedagogy Assessment for Teacher Candidates (required by the state for teaching certification).
- WEST-E/Praxis II Test for Mathematics and Science (required by the state for teaching certification).
- Program alumni survey.
- Employer evaluations during the first year of employment as a teacher.

In addition to the assessment of student performance, the effectiveness of the proposed enrollment expansion project will be evaluated through surveys of student perceptions of the effectiveness of the course work and field experience components of the program as measured by the WWU student course evaluation process. The extent of the increase in accessibility of the program will be measured through available seats in program courses, actual student enrollments, and the number of students completing field experiences and the student teaching internship.

The extent of increase in the number of qualified mathematics and science teachers will be measured via graduation statistics, the number of students receiving certification in secondary education with endorsements in mathematics and science, and placement rates for program graduates. The number of graduates finding jobs as mathematics and science teachers, as well as their on-the-job performance, will be monitored via alumni and employer evaluations one year following program completion.

As noted in the Project Work Plan, assessment reports will be developed during the program expansion grant period. The first report will be completed at the end of the grant period and will include information regarding student performance relative to the state competencies for

mathematics and science teachers, data from student course evaluations, and data regarding program accessibility. The second report, completed at the end of the year following the end of the grant period, will include the above information plus data on graduation and job placement rates.

Proposed Budget

Please see the attached HECB-provided budget worksheet for the details of the proposed budget for FY 2006-07. In addition to the salaries and benefits associated with two new full-time doctoral-level faculty members, funds will be required for computer equipment (non-recurring), travel, services and supplies. As indicated in the worksheet, recurring funding will be necessary to support these program enhancements beyond FY 2006-07. If awarded these high demand state grant funds for these new enrollments, Western will request continuation of the recurring funding components within our 2007-2009 carry-forward operating budget to be submitted on September 1, 2006, to the Governor, Legislature and the HECB.

Faculty Salaries (including benefits)

The 2.00 *FTE faculty positions will be used to offer additional sections of required courses in the program and to supervise students during the practica and internship. A total of nine additional sections of courses will be offered during AY 2006-2007 and beyond to accommodate the increased enrollments in the program. The .50 TA position will be used to provide teaching assistantship support to the program.*

Goods and Services

The recurring goods and services funding will be used to pay for instructional materials each quarter and for payment of stipends to the classroom teachers and principals hosting and supervising students during the practica and internship.

Travel

The one-time travel costs will be used to fund the searches for the two new faculty members (e.g., travel to campus for interviews). The recurring travel costs will be used to fund the travel of faculty to school sites to supervise students during the practica and internship.

Equipment

The one-time equipment costs will be used to purchase computer work stations for the two new faculty. The recurring equipment costs will be used to update and replace hardware and software needed for delivery of the program.

Other

The costs in this budget category will be used to fund the state-required assessment activities including the costs of administering the Pedagogy Assessment and providing training for the additional classroom teachers and principals needed to supervise students during the practica and internship components of the program.

Plan to Continue Program Beyond 2006-07 Fiscal Year

Western Washington University is committed to expanding enrollment in its Master's of Teaching in Secondary Education program in order to increase the number of highly qualified

mathematics and science teachers in the state of Washington. The University will continue this program beyond 2006-07 in support of enhanced opportunities for qualified students through Western's Woodring College of Education.

ATTACHMENTS:
Budget Worksheet

WESTERN WASHINGTON UNIVERSITY

High Demand Proposal - Amended Budget 5-12-06

Masters of Teaching (MIT) in Secondary Education, Mathematics and Science

2006-07 HIGH DEMAND ENROLLMENTS

	Student Headcount (Optional)	Student FTE (Required)
New Students Served by this proposal		15.00

	2006-07 Staff Headcount	2006-07 Staff FTE	2006-07 One Time Costs	2006-07 Recurring Costs	2006-07 Total Costs
	Optional	Required	All Sources	All Sources	All Sources
Faculty Salaries (including benefits)					
Faculty including benefits		2.0	0	140,000	140,000
Adjuncts including benefits					0
TA Salaries including benefits		0.5	0	12,000	12,000
Staff Salaries (including benefits)					
Exempt					0
Classified					0
Hourly					0
Personal Service Contracts - describe					0
Goods and Services			0	15,000	15,000
Travel			4,000	2,400	6,400
Equipment			2,100	1,000	3,100
Other - describe if over $5000			0	3,000	3,000
Total Instruction	0.0	2.5	6,100	173,400	179,500
Recurring Indirect Costs:					
Primary Support				5,273	5,273
Libraries				5,947	5,947
Student Support Services				9,088	9,088
Institutional Support				6,732	6,732
Plant Operation and Maintenance				7,966	7,966
One-time Indirect Costs (Grant Admin)			0	0	0
Total Expenditures (Uses)	**0.0**	**2.5**	$ 6,100	$ 208,406	$ 214,506

Total Cost Per Student FTE	14,300
Less: Annual Tuition Per Student	3,235
Requested State Funding Per Student FTE	11,065

Notes:

1. This amended budget was updated 6-16-06 to add notes 1-3.

2. This amended budget reflects the following adjustments to the budget originally submitted with the proposal:

	Adjustment description:
(13,600)	**Decrease in recurring faculty salaries (including benefits)**
(3,516)	**Decrease in recurring primary support cost**
(3,964)	**Decrease in recurring libraries cost**
(6,059)	**Decrease in recurring student support services cost**
(4,488)	**Decrease in recurring institutional support cost**
(5,311)	**Decrease in recurring plant operation and maintenance cost**
(2,100)	**Decrease in one time equipment cost**
(20,284)	**Decrease in one time grant administration cost**
(59,322)	**Decrease in total expenditures (total costs column) relative to budget originally submitted**

3. Annual Tuition Per Student is computed as follows:

3,740	**Operating fee (2005-06 tuition of $3,528 x 1.06% = $3,740)**
(374)	**10% tuition waivers**
(131)	**3.5% diverted to student loan fund**
3,235	**Net operating fee**